

**Grant Scheme on Promoting Effective English Language Learning in Primary Schools (PEEGS)
School-based Implementation Plan**

School Name: STFA WU MIEN TUEN PRIMARY SCHOOL (English)

Application No.: C124 (for official use)

(A) General information:

1. No. of English teachers in the regular staff establishment (excluding the Native-speaking English Teacher): 18

2. No. of approved classes in the 2018/19 school year:

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of approved classes	5	5	5	5	5	5	30

3. No. of operating classes in the 2018/19 school year: (if different from the number of approved classes)

	P.1	P.2	P.3	P.4	P.5	P.6	Total
No. of operating classes							

4. Programmes/projects implemented or support service(s) in relation to English Language curriculum received in the past five years (more rows can be added if needed):

Name of programme/project/ support service	Grade level	Focus(es) of programme/project/ support service	External support (if any)
PLP-R/W	P.1-P.3	Reading and Writing	NET Section, EDB
Support Programme on Fostering Communities of Practice to Enhance Small Class Teaching	P.4	From Reading to Writing	The Education University of Hong Kong

(B) SWOT Analysis related to the learning and teaching of English:

Strengths	Opportunities
1. English teachers are enthusiastic, experienced, and well qualified.	1. Teachers are cooperative and willing to try out new teaching methods and initiate new programmes. 2. Many resources are available.
Weaknesses	Threats
1. Some students lack motivation in learning English. 2. Some students are not confident in learning English. 3. Most students, especially those of Key Stage 2, are not interested in reading English books.	1. Shrinking enrolment due to low birth rate. 2. Great learning diversities among students.

(C) Measure(s) taken through the grant under the English Enhancement Grant Scheme for Primary Schools, if any:

Area(s) of Development	Usage(s) of the grant	Grade Level
Speaking	Hire English supply teacher	P.3 and P.6

(D) Focus(es) of the school’s proposed school-based English Language curriculum initiative(s) to be funded under PEEGS

<p align="center">Proposed target area(s) of development (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Proposed usage(s) of the Grant (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Time scale (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>	<p align="center">Grade level (Please <input checked="" type="checkbox"/> the appropriate box(es) below)</p>
<p><input checked="" type="checkbox"/> Enrich the English language environment in school through - conducting more English language activities*; and/or - developing more quality English language learning resources for students* <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Promote reading across the curriculum in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Enhance e-learning in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Cater for learner diversity with equal emphasis on more able and less able students in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p> <p><input type="checkbox"/> Strengthen assessment literacy in respect of the updated English Language Curriculum (Primary) under “Ongoing Renewal of the School Curriculum – Focusing, Deepening and Sustaining”</p>	<p><input type="checkbox"/> Purchase learning and teaching resources</p> <p><input checked="" type="checkbox"/> Employ a full-time* teacher</p> <p><input type="checkbox"/> Employ full-time* or part-time* teaching assistant <i>(*Please delete as appropriate)</i></p> <p><input type="checkbox"/> Procure service for conducting English language activities</p>	<p><input checked="" type="checkbox"/> 2019/20 school year</p> <p><input type="checkbox"/> 2020/21 school year</p>	<p><input checked="" type="checkbox"/> P.1</p> <p><input checked="" type="checkbox"/> P.2</p> <p><input checked="" type="checkbox"/> P.3</p> <p><input checked="" type="checkbox"/> P.4</p> <p><input checked="" type="checkbox"/> P.5</p> <p><input checked="" type="checkbox"/> P.6</p>

(E) How to implement the proposed school-based English Language curriculum initiative(s) funded by PEEGS?

Proposed school-based English Language curriculum initiative(s)	Grade level	Time scale (month/ year)	Expected outcomes/ Deliverables/ Success criteria <i>(preferably measurable)</i>	Sustainability	Methods of progress-monitoring and evaluation
To employ a full-time teacher who is proficient in English to conduct English activities at Primary 1 to Primary 6					
<p>Objectives A Reader's Theatre Programme for P.4 to P.6 students and an After-school English Programme for more able P.1 to P.3 students will be developed to arouse students' interest in English learning and provide students' with more opportunities to use English in authentic contexts.</p> <p>As observed, students in Key Stage 2 are not interested in reading, a Reader's Theatre programme will be implemented to arouse their interest in reading and provide them with more opportunities to use English. Reader's Theatre activities are chosen as students do not have to memorize the whole script when performing but students will be allowed to use his/her own imagination and interpretation of the story. As Reader's Theatre performances involve a group of students, students can support one another and will be more engaged in the activity.</p> <p>The After-school English Programme will provide more opportunities for high flyers to further develop their potentials through a wide variety of English activities.</p> <p>A full-time teacher who is proficient in English will be hired. He/She will co-plan, co-develop, and co-conduct the two programmes with the school English teachers.</p> <p>Core team 2 English Panel Chairpersons and 6 Form Coordinators (including 2 teachers-in-charge) will be the core team members for the programme. The English Panel Chairpersons will supervise the progress of the programme. 2 English teachers with drama performance experiences will</p>	P.1 - P.6	<p>Reader's Theatre Programme for P.4 – P.6</p> <p>Sept 2019 - co-planning - developing learning and teaching resources</p> <p>Oct 2019 to Jun 2020</p> <p>Co-teaching P.4 : Oct – Nov 2019</p> <p>P.5: Dec 2019 – Feb 2020</p> <p>P.6: Mar – Jun 2020</p>	<p>P.4 – P.6 Reader's Theatre Programme 1 set of teaching resource package, covering 20 lessons will be developed for each level at P.4 – P.6. A total of 3 sets will be developed.</p> <p>70% of P.4 – P.6 students will enjoy the Reader's Theatre activities.</p> <p>70% of P.4 – P.6 students agree that they are more confident in reading and speaking.</p> <p>100% of teachers involved will acquire and apply the pedagogy of conducting Reader's Theatre.</p> <p>P.1 – P.3 After-school English Programme P.1 2 sets of teaching</p>	<p>The programme materials will be kept properly and refined after completion of the project.</p> <p>The programme will be integrated into core English Language curriculum.</p> <p>Level coordinators will share their experience with other teachers, especially new teachers.</p> <p>Due to the timetable restriction, in-class lesson observations will be difficult to arrange.</p> <p>Lessons will be videotaped for evaluation and</p>	<p>Students' survey will be conducted</p> <p>Peer lesson observations will be conducted.</p> <p>Lesson observation by English Panel Chairpersons will be conducted.</p> <p>Evaluation meetings will be conducted.</p>

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<p>be in-charge of the programme as well as co-develop the learning and teaching materials with the teacher to be hired. The form coordinators will disseminate the good practices to other teachers of their levels.</p> <p><u>Expected qualifications of the teacher who is proficient in English</u> The teacher who is proficient in English should be a bachelor degree's holder with relevant training and preferably possesses experience in running English reading programmes.</p> <p><u>Duties of the teacher who is proficient in English</u> The teacher who is proficient in English will:</p> <ul style="list-style-type: none"> ✓ co-plan with the core team members in September 2019; ✓ co-plan with the level teachers; ✓ co-conduct with the Reader's Theatre programme with the school English teachers at P.4 to P.6; ✓ evaluate the programmes with core team members and level English teachers; and ✓ co-conduct and co-develop afterschool English activities for more able students at P.1 to P.3. <p><u>Details of the programmes</u> <u>Reader's Theatre Programme for P.4 to P.6</u></p> <p>❖ Lesson allocation and arrangement Basic speaking skills such as voice projection and intonation will be introduced in Primary 5 and Primary 6 prior to the programme.</p> <p>2 lessons per cycle within the normal timetable will be allocated to the programme. 20 lessons will be allocated to the programme.</p>		<p>After-school English Programme</p> <p><i>1st Term</i> P.2 & P.3 Sept 2019 – Jan 2020</p> <p>P.1 Nov 2019 – Jan 2020</p> <p><i>2nd Term</i> P.1 – P.3 Feb – May 2020</p>	<p>resource package for English activities, covering 10 sessions will be developed.</p> <p><u>P.2 and P.3</u> 2 sets of teaching resource package for English activities, covering 13 sessions will be developed.</p> <p>70% of P.1 – P.3 students participated will enjoy the English activities.</p> <p>70% of the P.1 – P.3 students agree that they are more confident in using English.</p> <p>100% of teachers involved will acquire and apply the skills of conducting English activities for more able students.</p>	<p>professional development. All teachers will provide suggestions and comments for programme refinement.</p> <ul style="list-style-type: none"> - 2 P.4 lessons will be videotaped (Oct 2019 – Nov 2019). - 2 P.5 lessons will be videotaped (Dec 2019 – Feb 2020). - 2 P.6 lessons will be videotaped (Mar 2020 – Jun 2020). <p>Sharing sessions will be conducted at the end of the school year.</p>	

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<p>performance.</p> <p>❖ Proposed skills to be covered Vertical progression of speaking skills covered across different levels of Key Stage 2 will be maintained. The content of the programme for Primary 5 and Primary 6 will be refined according to the school-based speaking skill framework to cater for students’ learning needs when the programme is to be conducted after the project period.</p> <table border="1" data-bbox="188 659 925 1513"> <thead> <tr> <th rowspan="2"></th> <th colspan="2">Skill Focus</th> </tr> <tr> <th>Speaking</th> <th>Performing</th> </tr> </thead> <tbody> <tr> <td>P.4</td> <td> <ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation </td> <td> <ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood </td> </tr> <tr> <td>P.5</td> <td> <ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation ✓ pausing ✓ appropriate speed </td> <td> <ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood ✓ interaction with other performers </td> </tr> <tr> <td>P.6</td> <td> <ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation ✓ pausing ✓ appropriate speed and volume </td> <td> <ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood ✓ interaction with other performers ✓ develop an appropriate performer/audience relationship </td> </tr> </tbody> </table>		Skill Focus		Speaking	Performing	P.4	<ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation 	<ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood 	P.5	<ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation ✓ pausing ✓ appropriate speed 	<ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood ✓ interaction with other performers 	P.6	<ul style="list-style-type: none"> ✓ voice projection ✓ word stress ✓ sentence stress ✓ intonation ✓ pausing ✓ appropriate speed and volume 	<ul style="list-style-type: none"> ✓ vocal variety ✓ stance ✓ movement ✓ expression of mood ✓ interaction with other performers ✓ develop an appropriate performer/audience relationship 					
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<p>❖ Tentative programme outline for P.4</p> <table border="1" data-bbox="188 288 925 887"> <thead> <tr> <th>Session</th> <th>Focus</th> </tr> </thead> <tbody> <tr><td>1</td><td>Introduction to Reader’s Theatre</td></tr> <tr><td>2</td><td>Voice projection</td></tr> <tr><td>3</td><td>Vocal variety</td></tr> <tr><td>4</td><td>Pronunciation and enunciation</td></tr> <tr><td>5</td><td>Vocal clarity and pausing</td></tr> <tr><td>6</td><td>Stress and intonation (use of word stress, sentence stress to express meaning)</td></tr> <tr><td>7</td><td>Reading a Reader's Theatre script and assigning roles</td></tr> <tr><td>8 - 9</td><td>Rehearsal</td></tr> <tr><td>10</td><td>In-class performance and feedback to students</td></tr> </tbody> </table> <p>❖ Sample Reader's Theatre Session</p> <table border="1" data-bbox="188 962 925 1481"> <tbody> <tr> <td>Target level</td> <td>P.4</td> </tr> <tr> <td>Target skill focus</td> <td>Using stress and intonation</td> </tr> <tr> <td colspan="2">Learning and teaching activities</td> </tr> <tr> <td>Warm-up</td> <td> ❖ Zip Zap Zop Students will be divided into two groups and stand in a circle. Each teacher will be responsible for one group. Student A, will clap hands and end in a pointing position toward the direction of another student (student B) and he or she will say the word “Zip!” </td> </tr> </tbody> </table>	Session	Focus	1	Introduction to Reader’s Theatre	2	Voice projection	3	Vocal variety	4	Pronunciation and enunciation	5	Vocal clarity and pausing	6	Stress and intonation (use of word stress, sentence stress to express meaning)	7	Reading a Reader's Theatre script and assigning roles	8 - 9	Rehearsal	10	In-class performance and feedback to students	Target level	P.4	Target skill focus	Using stress and intonation	Learning and teaching activities		Warm-up	❖ Zip Zap Zop Students will be divided into two groups and stand in a circle. Each teacher will be responsible for one group. Student A, will clap hands and end in a pointing position toward the direction of another student (student B) and he or she will say the word “Zip!”					
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	<p>Student B repeats this action, clapping, and pointing at another student (student C) while saying “Zap!”</p> <p>Student C repeats this action, pointing again another player while saying the word “Zop!”</p> <p>Students do not need to follow any order can clap and point at any other player they choose, but they should follow the pattern of “Zip, Zap, Zop”.</p>					
Whole-class teaching	<p>❖ Using stress and intonation to convey meaning</p> <p>Teacher will read a line chosen from the script and read it with different sentence stress and intonation. Students have to work out the intended meanings.</p> <p>E.g. I did not say that Mary liked Peter. (I did not say. It is you say that)</p> <p>E.g. I did <u>not</u> say that Mary liked Peter. (I did not say the sentence.)</p>					
Group teaching	<p>❖ Using stress and intonation to convey meaning</p> <p>Teacher will ask students to work on putting stress on different parts of a line from the script to express different meanings. Students will then be given a card with an emoji and they will work in pairs.</p> <p>Students will read out the sentence</p>					

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	<p>according to the emojis using various intonation and stress. Their partners have to guess the emotions.</p> <p>❖ Script analysis Students will then work on a few lines of the script and ask students to brainstorm different ways to say the lines. Teacher will then guide students to choose the most appropriate way(s) based on their understanding of the stories.</p>																					
<p>After-school English Programme for P.1 to P.3 more able students</p> <p>❖ Details of the Programme: 20 – 24 students who performed well in the school examinations or tests will be selected. The weekly activity session will last for an hour after school.</p> <table border="1"> <thead> <tr> <th></th> <th>P.1</th> <th>P.2 and P.3</th> </tr> </thead> <tbody> <tr> <td rowspan="2">Selection criteria</td> <td>1st Term: based on first test result</td> <td>1st Term: based on final exam result of 2018/2019</td> </tr> <tr> <td>2nd Term: based on mid-term exam results</td> <td>2nd Term: based on mid-term exam result</td> </tr> <tr> <td>Number of sessions</td> <td>10</td> <td>13</td> </tr> <tr> <td rowspan="2">Schedule</td> <td>1st Term: November 2019 – January 2020</td> <td>1st Term : September 2019 – January 2020</td> </tr> <tr> <td>2nd Term:</td> <td>2nd Term:</td> </tr> </tbody> </table>								P.1	P.2 and P.3	Selection criteria	1 st Term: based on first test result	1st Term: based on final exam result of 2018/2019	2nd Term: based on mid-term exam results	2nd Term: based on mid-term exam result	Number of sessions	10	13	Schedule	1st Term: November 2019 – January 2020	1st Term : September 2019 – January 2020	2nd Term:	2nd Term:
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	Students will work in groups to write a radio drama script based on the story. Teacher will provide support and feedback to the students. Students will revise the scripts for the radio drama performance.					
Preparation for the radio drama performance	Teachers will rehearse the radio drama with the students and guide students to read the script, add in some sound effects as well as work on the stress and intonation to convey the meaning. Students will also listen to the read-aloud of the story to have better understanding of using the stress and intonation to convey meaning. <u>Sample reading of the story:</u> https://www.youtube.com/watch?v=_S2Y-z0jzWw https://www.youtube.com/watch?v=k0whQAknJgE					
Radio drama performance	Students will take turn to perform the radio drama. The two teachers will provide feedback. Students' performance will be recorded for sharing among other students.					